**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 5-7 Multiplication: 10 as a Factor**  **The Envision Lesson: 5-7** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| needed: colored counters, math journals, Envision practice page 5-7 |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Count by 10’s with the class. Have students write the numbers on the board. Talk about the patterns we see. Can we figure out our 10’s multiplication facts using this list of numbers? How?*  *Show me?* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Model a multiplication problem to show what a Factor is. Product can also be taught at this time. Factor X Factor = Product. 2. How will you provide multiple opportunities for vocabulary to be used in context? Play a simple game where a multiplication problem is given with 10 as a factor. Have students tell which numbers are factors and which is the product. Then have students journal- writing their own multiplication problem with 10 as a factor and then they must label parts of the problem. Using the vocabulary factor and product. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Pose the problem: Duke runs 10 miles each week. How many miles will he run in 6 weeks?*   1. *Make an array using counters under the doc camera. Use 6 rows of 10 counters.* 2. *How many counters are in each row? (May have to review rows and columns) What do the 10 counters in a row stand for in this problem? How many rows are there? What do the 6 rows stand for in the problem? What multiplication fact does this array show? So, how many miles will Duke run in 6 weeks? How do you know? Can you show me how we know?* 3. *What are the factors in this problem? What is the product?* 4. *Students practice making arrays using the counters in pairs. Each array must have one factor of 10.* 5. *Can use Investigations Topic 5 Unit 5* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Students work in pairs. They come up with a multiplication problem using 10 as a factor and write it in their journals and solve with a picture. Could be an array or other representational picture.*  Table pairs exchange problems and try to solve each other’s problems. Can use an array or picture. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Do practice page 5-7. Do guided practice together in pairs. Do as many practice problems as time allows.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Briefly glance at journal entries to see who is getting it | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
| Can finish practice page for homework or assign flash card practice at home. | |